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The extracurricular activities and student development of secondary school: Learning from Indonesia

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ABSTRACT

Islamic education (Madrasah) mostly accepts students with economic backgrounds whose parents are poor. their psychological performance is low as they lack self-confidence, and also lack achievement motivation. In strengthening psychological performance, it can be intervened through students' participation both in student organizations and extracurricular activities in school. This study aimed to determine the development of positive values in students at the educational unit level and the follow-up of its development at the ministerial level. This research used descriptive qualitative approach by observing, interviewing and collecting supporting documents. Research subjects and informants were sampled from the education unit level and the ministry level. Data validity was performed by triangulation sources and methods, while data analysis method employed interactive analysis. The results indicate that the development of positive values in students at the educational unit level includes academic skills development, social-emotional development, leadership development and self-confidence in all areas of extracurricular activities. Follow-up development at the ministerial level is in the form of competitions within the framework of developing these skills. This finding explains the importance of extracurricular activities to improve a positive personality and the character of Islamic secondary school students. With this, every school must try to encourage and design the right steps for students involved in extracurricular activities.

Contribution/Originality: This study contributes to developing of positive values in students at the educational unit level and the follow-up of its development at the ministerial level. It reiterates that schools and ministries should have more responsibility in providing the right learning design for their students not only in academic terms, but also in developing students' positive values, and social-emotional, leadership.

1. INTRODUCTION

Education in Indonesia is organized by the government and the private sector. All of them are subject to policies made by the government. The government provides education under many ministries. However, the largest number is under the coordination of Ministry of Education and Culture (*MoEC*) and Ministry of Religious Affairs (*MoRA*) compared to other ministries—from pre-school education to higher education. Primary and secondary education under the Ministry of Education and Culture include *Sekolah Menengah Pertama/SMP* (Junior Secondary School), *Sekolah Menengah Atas/SMA* (Senior Secondary School), and *Sekolah Menengah Kejuruan/SMK* (Vocational

Senior Secondary School). Meanwhile, the Ministry of Religious Affairs includes *Madrasah Ibtidaiyyah/MI* (Primary School), *Madrasah Tsanawaiyah/MTs* (Junior Secondary School), *Madrasah Aliyah/MA* (Senior Secondary School) and *Madrasah Aliyah Kejuruan/MAK* (Vocational Senior Islamic Secondary School). The proportion of each is seen in Table 1.

Table 1. Junior and senior secondary education in two ministries.

The Ministry	Junior secondary school						Senior secondary school						Total
	Public school	%	Private school	%	Sub total	%	Public school	%	Private school	%	Sub total	%	
Ministry of Religious Affairs (MoRA)	1.499	8.25	16.667	91.75	18.166	100	802	9.11	8.005	90.89	8.807	100	26.973
Ministry of Education and Culture (MoEC)	23.227	59.62	15.733	40.38	38.960	100	6.732	49.89	6.763	50.11	13.495	100	52.455

Table 1 reveals that educational institutions under the Ministry of Religious Affairs are more predominantly private than government owned, in contrast to the Ministry of Education and Culture. This condition occurs due to many reasons According to Asadullah (2020), *madrasah* offers a cheaper alternative than Indonesian private schools which charge very high fees. In fact, private *madrasah* serve more children from the poorest families but receive less support from the government than public *madrasah* and public schools (OECD, 2015). Islamic schools and colleges are often located in poorer areas, and are valued for being in their own villages. They are also generally cheap, some even accepting agricultural product in exchange for the costs (Hays, 2015). This is in line with the research findings of Asadullah (2018) that Indonesian *madrasah* systematically attract children from poorer households. Many *madrasahs* in Indonesia systematically attract children from poorer households. *Madrasah* serving the poor usually do not have much equipment, including chairs and desks, and do not provide as much education as public secular schools and their costs usually increases in junior secondary school (Woodward, 2015).

Madrasah in Indonesia attract children from poorer households as places to study. This condition implies *madrasah* education tends to be a niche market for poor families or households. If this situation is not steady, as stated by Munadi (2020) quoted from a Novel entitled "*Negeri 5 Menara*",

……" Some parents send their children to religious schools because there is not enough money. The cost to enter the *madrasah* is cheaper… "……. But many more send their children to religious schools because their children's grades are not enough to enter junior and senior secondary schools… " As a result, *madrasah* become places for second-class students; leftovers… try to imagine the quality of the *buya*, *ustadz* and *da'i* who will graduate from our *madrasah* later. How will they be able to lead an increasingly intelligent and critical people? How will the fate of Muslims be? "……… .. *Amak* (mother) wants to give the best thing for the child for the sake of religion. This is a noble duty for the hereafter." This statement signifies that *madrasah* and *pesantren* (Islamic boarding school) are mostly entered by students who are less intelligent, considered naughty, and have a poor economic background, which has an impact on their psychological performance.

Students considered naughty will feel inferior and not deserve to be in the environment of smart and accomplished students (Fatha, 2019). Senior secondary school students from poor families show several barriers to self-esteem aspects when going to higher education (Agustian, Juhaaepa, & Anggraini, 2018). Students with low learning outcomes and unexpected results in accordance with their efforts have experienced low self-confidence (Triningtyas, 2013). Based on the level of education, it is found that students of private MTs have moderate self-confidence (Fachrudin, Dewi, & Setiawan, 2017). The self-confidence of State *Madrasah Aliyah* students is moderate (Rokhaniah, 2012), while self-confidence in Private *Madrasah Aliyah* students is at sufficient level (Afifah, Hamidah, & Burhani, 2019). This proves self-confidence mental envelops *madrasah* students.

The above statement should be a reference point that the main root of the problem of the quality of *madrasah* and religious schools in Indonesia lies in the mentality of the Muslims. This implies the concrete reality occurring in *madrasah* and other religious schools. If this goes on continuously, it means weakening the efforts to improve the quality of all levels of *madrasah* education from pre-*madrasah*, MI, MTs, MA, and MAK.

Islamic education institutions will have difficulties in improving their quality when those who enter in the institutions are students from the poor parents, students considered naughty, and students with bad report cards. This condition may give an impact on *madrasah/pesantren*. The impact is shown in the real field, according to (Hanun, 2015) that in 2014 there are 16364 (73%) accredited *madrasah* (MI, MTs and MA) and 6104 (27%) unaccredited *madrasah*. In 2019, the total numbers of accredited schools/*madrasah* are: Rank A is 15,805 (25.34%); Rank B is 33,827 (54.24%); Rank C is 11,317 (18.15%); and Not Accredited is 1,416 (2.27%) (BAN S/M, 2019). The quality reflected in the accreditation is partly due to the students' performance. The psychological performance of students can be improved, among others, through extracurricular activities and student organizations organized by *madrasah*.

To step at that point and even maximize these activities is not easy to do because the fields that deal with student affairs are sometimes underestimated by some educational components. This happens because this field is considered not to have "prestige" compared to other fields in the education industry. In addition, schools/madrasas prioritize face-to-face learning activities in class, which in this case places more emphasis on the hard skills of students, so that children are more likely to develop less affective aspects. In contrast to activities outside face-to-face or outside the classroom which are more commonly referred to as extracurriculars. This activity emphasizes the soft skill achievement side of students. To explore and solve this problem, it can basically refer to the statement of Anies Rasyid Baswedan, a person who has served as a rector of university, Minister of Education and Governor (Shihab, 2016) that a high GPA only leads a student to be called for an interview, but leadership is obtained while studying in college will achieve brilliance in the future. Therefore, a student who has multiple roles and multi-tasks will be able to achieve success after graduating from school/university. He is not only active in class learning but also active in student activities through student organization activities or extracurricular activities.

Based on the above explanation, the importance of student organizations and extracurricular activities can develop the students' confidence in Islamic junior secondary school and Islamic senior secondary school. This paper aims to determine the development of positive values in students at the educational unit level i.e. the Islamic junior secondary school and Islamic senior secondary school as well as the follow-up of this development at the level of the Ministry of Religious Affairs.

2. LITERATURE REVIEW

Curriculum doesn't have to end at the classroom door. Instead, after-school activities, such as extracurricular activities, can enhance student learning both in hard skills and soft skills academics. Social-emotional learning in particular can be extended during club time, helping to broaden and extend skills such as empathy and communication, self-confidence, self-regulation and social competence (Barack, 2019). Participation in extracurricular activities is only one dimension of the school experience. Yet, extracurricular and other organized activities can provide a wide variety of experiences and higher quality interaction among students and also between adults and students in the school, that can be translated into better socio-emotional well-being and learning outcomes for students (Metsäpelto & Pulkkinen, 2014). Extracurricular activities possess a certain set of opportunities in moral formation of the student because it a) integrated in the contents, technologies and give mutual enrichment of spiritual ethical standards of the subject; b) keeps the use of current humanitarian technologies, initiation of a reflection of own activity of the subject on the basis of responsibility, conscience, honesty, mutual understanding, mercy; c) promotes inclusion of substantial aspects from student's moral formation at the level of the subjects mastered by him (Sadykova, Yergazina, Sultan, Korvyakov, & Ryndak, 2018). As known

that students have 6 dimensions, namely physical, intellectual, psychological, social, mental and spiritual. The six dimensions directly or indirectly must be worked on in an integrated manner by madrasas so that problems do not occur in the future and their integration must involve all components, such as the picture (Depdiknas, 2007).
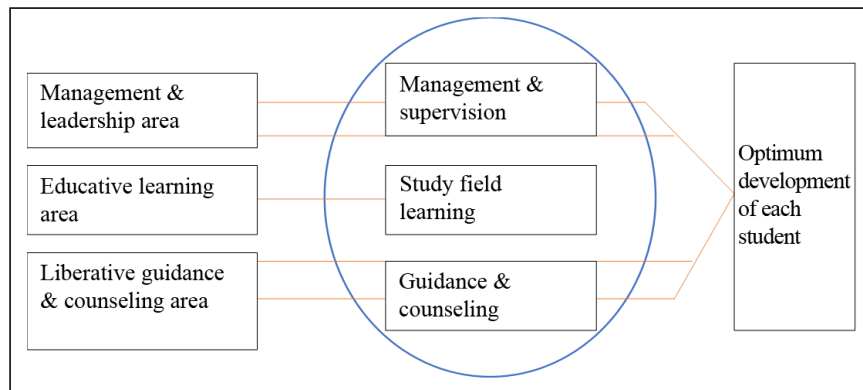

Figure 1. Optimum development of student.
Source: (Depdiknas, 2007).

Figure 1 indicates that the optimum development of the student is carried out together between the components of the management and leadership areas of *madrasah*, an educational learning area, and a free guidance and counseling area. The personnel include the principal, the deputy principal of student affairs, the counseling teacher, the supervisor of intra-school student organization, the teacher of extracurricular activities as well as all school teachers and educational staffs.

Almost similar to the above statement, the development of all dimensions of students in *madrasah* can refer to the following picture (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020).

Figure 2. Whole student development.
Source: (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020).

Figure 2 implies that student development in all dimensions must have an integration of existing components. There are 4 components, namely social and emotional development components, productive instructional strategies, environmental support and system support. All of them must be integrated each other so that students can develop according to their potential and dimensions.

These four components can be implemented in the education system that organizes intra curricular, co-curricular and extracurricular activities. The social and emotional development of students can be emphasized in extracurricular activities. Extracurricular activities according to Solfema and Pamungkas (2019) are educational activities outside school hours usually aimed at helping students develop according to their needs, potentials, talents, and interests through activities specifically organized by students and/or educational staff who are able and authorized at school. According to research (Lewis, 2004) this activity is divided into 6 different categories: general extracurricular activities, sports, work and vocational activities, performing arts, pro-social activities, and community-based activities. Each category has an impact on academic achievement, strengthening identity and self-confidence. The impacts that can make the performance of extracurricular activities practically constitute a second career for students (Siegmann, 2015). Overall, the findings (Carbonaro & Maloney, 2019) suggest that participation in extracurricular activities during school can improve students' socio-emotional skills.

Extracurricular implementation according to Villasenor (2014) is a form of student self-development program intervention in schools either as part of the curriculum, as parallel activities or after school activities. This opinion is reinforced by research findings (American Institutes for Research, 2015) that consistent participation leads to improvements in peer relationships, sense of self-esteem, altruism, and prosocial behavior and a decrease in problem behavior. The student development above can refer to opinion of Munadi (2020) with the following formula formulation: *SD=SA+SS*, where SD: Student Development; SA: Student Affairs and SS: Student Services. Student development must have unity between student affairs and student services. The student affairs are related to human resources managing student activities including the principal, the deputy principal of student affairs, *madrasah* counsellors, intra-school student organization/*Organisasi Siswa Intra Sekolah* (OSIS), supervisor, counseling teachers, and extracurricular teachers. Those personnel must think about student management from the aspects of planning, organizing, actuating, and controlling (policies, programs, activities and budgets).

3. RESEARCH METHODOLOGY

This research method applied descriptive qualitative research. Technique of collecting data used observation, interviews and document study. Observation was to observe routine training activities held at *madrassah* and competitions organized by the Ministry of Religious Affairs. Interviews were conducted with the head of sub-directorate of student affairs and the committee of competition, the principal, the deputy principal of student affairs, and the teachers of extracurricular activity.

Documents related to the research focus were: Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning Student Guidance, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81a of 2013 concerning Implementation of Curriculum Guidelines for Extracurricular Activities of Extracurricular Guidelines, instruments or devices of Accreditation for SMP/MTs, SMA/MA, SMK/MAK of 2019-2020, Guidance and Counseling Implementation Signs on Formal Education, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Basic Education and Secondary Education, *KMA/Keputusan Menteri Agama* (Decree of the Minister of Religion) 184 of 2019 concerning Guidelines for Implementing Curriculum in Madrasas, Decree of the Minister of Education and Culture of the Republic of Indonesia Number 241/P/2019 concerning Criteria and Accreditation Devices, as well as the Competition Provisions of the National Level *Madrasah Tsanawiyah* and *Madrasah Aliyah.* Data validity was performed by triangulation sources and methods. Triangulation method was to check data collection from observation with document study. Document study was interview, and observation by

interview. For the triangulation of sources, the data were routed between research subjects at the leadership level and extracurricular teachers at *madrasah*, also extracurricular teachers with students. Triangulation between informants and research subjects were at the ministerial level. Data analysis method employed interactive analysis.

4. DATA ANALYSIS

4.1. Student Quality Development at Education Unit Level

The extracurricular activity program is divided into 5 programs: extracurricular activities in the form of religious activities, *krida* activities (physical activities; as opposed to office, school work), talents and interests, scientific activities, and self-development activities (Kemendikbud, 2013).

The description of the program is as follows; Religious extracurricular activities program includes: Islamic boarding schools, religious lectures, reading and writing the Qur'an, or other activities. *Krida's* extracurricular activities include: Scouting, Student Leadership Training/*Lembaga Kepemimpinan Sekolah* (LKS), Youth Red Cross/*Palang Merah Remaja* (PMR), School's Health Clinic (UKS), Flag Hoisting Troop (*Paskibra*), and others.

Talent and interest training activities include: developing talent for sports, arts and culture, mountaineering club, journalism, theater, and others. Youth Scientific Activity/*Kelompok Ilmiah Remaja* (KIR) includes the activities of scientific mastery and academic abilities, research, information and communication technology club, engineering, and others. Self-development activities of extracurricular activities consist of Scouting Education (mandatory), school's health clinic (UKS), youth red cross (PMR), and others. These activities are according to the conditions and potential of each educational unit. Furthermore, the extracurricular activities can be classified in the following table.

Table 2. Extracurricular activities according to madrasah level.

No	Expression and exploration need	Activities	Education level	
			MT	MA/MAK
1	Religious	Islamic spirituality, *Qiro'ah* (reading the Qur'an)	V	V
2	Leadership and management	Intra-school student organization, student leadership exercises	V	V
3	Reasoning and science	Journalism, broadcasting, research, youth scientific group, research and technology development, communication, coaching science Olympiad/ competitions	V	V
4	Art	Theater, painting, classical - contemporary music, dancing, drum band	V	V
5	Sports	All sports	V	V
6	Specific	Scouts, flag hoisting troops (*Paskibra*), school security police	V	V
7	Specific	Mountaineering club, youth red cross	V	V
8	Entrepreneur	Students co-operative	V	V

Note: MT: Madrasah Tsanawiyah ; MA/MAK: Madrasah Aliyah/Madrasah Aliyah Kejuruan.

Table 2 reveals that extracurricular courses at MT level are also carried out at the MA/MAK level. All of them are carried out with a variety of coaching activities as follows. Table 3 illustrates that each extracurricular activity provides routine coaching as well as coaching for the preparation of competitions outside the education unit at the regional, regional, national and international levels. This coaching model is in the framework of behavior development as follows.

Table 3. Extracurricular routine activities at the education unit level.

No	Type of activities	Name of activity	Activities	Nature of activity
1	Development of faith and devotion to God Almighty	Islamic spirituality	Reading the Qur'an, Writing the Qur'an, Qiro'ah, public speaking of Religion	Routine, preparation for competition
2	Development of noble character	All extracurricular activities	Application of noble morals	Routine, preparation for competition
3	Development of superior personality, national insight, and state defense	Scout, school security police flag hoisting troops (Paskibra)	Discipline practice, marching rule practice	Routine, preparation for competition
4	Academic, artistic, and/or sports coaching	Reasoning, painting, classical-contemporary music, dancing, marching band, sports	Reasoning development, coaching Olympiad/science competition development of arts, sports and arts	Routine, preparation for competition
5	Fostering democracy, human rights, political education, environment, social sensitivity and tolerance	Intra-school student organization, journalism, broadcasting, mountaineering club	Leadership development, communication, loving the environment,	Routine, preparation for competition
6	Development of creativity, skills and entrepreneurship	Students co-operative	Start-up entrepreneurial development	Routine, preparation for competition
7	Development of physical quality, health and nutrition	Youth red cross, school's health clinic, women club	PPPK Training (First aid for accidents), Development of quality health	Routine, preparation for competition
8	Development of Literature and cultural	Theater	Affection development	Routine, preparation for competition
9	Development of Information and communication technology (ICT)	Youth scientific group, robotic	Research development, technology development	Routine, preparation for competition
10	Development of communication in foreign languages	Development of Arabic and English	Development of foreign language skills	Routine, preparation for competition

Table 4. Extracurricular activities and developed behavior.

Activities	Developed behavior
Islamic spirituality	Development of religious moderation
Youth red cross	Development of caring for others
Scout	Development of discipline and state defense
School security police	Development of discipline and state defense
Flag hoisting troops (Paskibra)	Development of discipline and state defense
Painting	Affection development through painting media
Classical–contemporary music	Solidarity development and teamwork
Classical-contemporary dancing	Solidarity development and teamwork
Drum band	Solidarity development and teamwork
Intra-school student organization	Leadership and organizational management
Mountaineering club	Development of concern for the environment
Journalism	Development of objective journalistic skills
Broadcasting	Development of active and effective speaking skills
Students co-operative	Entrepreneurship development
School's health clinic	Development of light health care
Women club	Development of domestic skills
Theater	Positive development of affection expressions
Youth science club	Development of a scientific attitude in solving problems process
Robotic	Finding ideas, assembling or designing, operating to discover new technologies in the field of robotics and automation
Arabic coaching	Mastering Arabic skills: Reading, writing, speaking, listening
English coaching	Mastering English skills: Reading, writing, speaking, listening

Table 4 indicates that all extracurricular activities teach the students to have skills related to the affective domain. The development of these activities is confirmed by MA and MTs students that their participation in extracurricular activities made them dare to express and to defend ideas in a rational manner (ma-sismad. W-1)

(ma-sismts. W-2). Both of the opinions indicate that extracurricular activities develop the students to speak effectively and listen actively. These abilities develop the affective domain, so it is useful for increasing students' self-confidence, and this can be later provision when working. This is confirmed by the following statement.

"*Madrasah Aliyah* has made a policy regarding extra-curricular activities, which are compulsory and optional so the students get provisions making them to have soft skills. These skills are used to strengthen students' psychological performance, especially to have self-confidence and future achievement motivation after graduation. (ma-kamad.w-3).

This statement is further strengthened by other subjects.

"Extracurricular activities allow *Madrasah Tsanawiyah* (Junior Secondary School) students to have strength in their willingness to advance, so they have the confidence to compete with other students outside this *madrasah*" (mts-kamad. w-4).

The two above statements indicate that extracurricular activities can develop students' willingness and confidence to compete with other students outside their educational units. Thus, a positive spirit of competition will be built.

4.2. Student Quality Development in Ministry Level

Routine coaching that has been carried out at the educational unit level means nothing when it is only a routine. For this reason, a place to sharpen skills through various competitions is needed. This can be friendly or competitive competition at the level between educational units. It is necessary for the students, so they can optimize their affection and psychomotor.

Routine training is followed up in the form of competitions and national level training organized by the ministry, in this case the Directorate in charge of student affairs. Competitive or similar student-extracurricular activities can be seen in the following data.

Table 5. Student competition activities at the ministry of religious affairs.

Field	Ministry level	Developed behavior
Research	Madrasah young researchers super camps	Scientific thinking, competitive spirit
Science	Madrasah science competition	Science competition spirit
Leadership	Leadership award	Teamwork, communication, leadership spirit
Character	Students exchange	Multicultural awareness
Islamic arts and spirituality	Syiar Anak Negeri (Calls and efforts to convey da'wah)	Public speaking, competition spirit
Innovation	School Robotic	Competition spirit, scientific thinking, creativity
Social media competition	School vlog	Creative thinking, public speaking
Training of information technology mastery	Digital madrasah academy	Scientific thinking, skill of internet of things (IoT)

Table 5 reveals continuity between extracurricular activities at the *madrasah* level and competition at the ministry level. Field research competition is held to facilitate coaching at the *madrasah* level in youth scientific activities. Coaching conducted in *madrasah* does not stop at the local *madrasah* level but continues at the national level. This is confirmed by one of the subjects of the Ministry with the following statement.

"We really give attention to the creativity at the *madrasah* level so we facilitate competitions at the national level. Those active in research are the *Madrasah* Young Researchers Supercamps, and *madrasah* science competitions. Technological development is available for robotic competition, *madrasah* vlog and digital *madrasah* academies. Those activities stimulate activities development at the *madrasah* level and among many *madrasah*." (kskk-sdk.w-4).

This statement is strengthened by other subject that competitions at the national level are conducted openly and selected strictly. When the students pass at the national nominee level, they do not directly participate in the competition but are given assistance so they gain additional knowledge and improvement of the resulting product (kskk-pankom.w-5).

Competitions are held in order to adapt students' needs and information and communication technology development, as stated by the following key informants.

"The *madrasah* students nowadays are called as Net Generation students. They were born in the 2000s. The term Net Generation is a group of children born and raised in a digital media environment. A significant change affecting this generation is the emergence of computer technology, the internet and other digital media. Directorate of Institutional and Student Facilities Curriculum/*Direktorat Kurikulum, Sarana, Kelembagaan dan Kesiswaan* (KSKK) of *Madrasah* has an important role in responding to these changes. One way to answer is by serving their needs, balancing their way of thinking, developing their talents, and facilitating them to develop (kskk-dir.w-6).

Those three statements are indeed valid. As it is observed in mentoring, it is carried out in robotic competitions, myres, and digital *madrasah* academies. When a student enters as a nominee after being strictly selected at the proposal level, proposal is completed through mentoring. This process makes the student develop his social emotional because he interacts with their peers, tutors and mentoring tutors.

5. DISCUSSION

Indonesia sets the standard of learning outcomes into 2 items: standards of graduate competency/Standar Kompetensi Lulusan (SKL) and standards of independent competency/*Standar Kompetensi Kemandirian* (SKK). Both are achieved in 2 ways. SKL is achieved through intra-curricular and co-curricular activities, while SKK is achieved through extracurricular activities as well as Guidance and Counseling (Depdiknas, 2007). SKL and SKK strive to unite as stated in the criteria policy and accreditation device for the level of primary and secondary education stating that: students have social attitudes with character of: honest and responsible, caring, mutual cooperation and democratic, self-confidence, nationalism, creative, productive and critical thinking, as well as having the skills to act independently, collaboratively, and communicatively obtained through activities inside/outside the classroom, simple research, demonstrations or exhibitions, staging works of art, involvement in committees, and involvement in various scientific work competitions. These activities are carried out in extracurricular programs, development of achievement, coaching students.

Student development is not fairly limited in intra-curricular and co-curricular activities. This is because students have 3 domains at once i.e. cognitive, affective and psychomotor. The three domains can be balanced through extracurricular activity. This activity is carried out more predominantly routine coaching in the affective and psychomotor domains based on the cognitive domain. The form can be as listed in Tables 2 and 3 for MTs and MA students in order to fulfill and channel their physical, spiritual, mental, spiritual and social needs.

All activities of student development that have routine coaching and competition preparation can run well when all adequate extracurricular facilities (student organization secretariat building, area for all sports, halls for social activities, etc.) are absolutely available at *madrasah*. In addition, adequate extracurricular service personnel (mentors, coaches and trainers) must be led to schools to ensure active participation of student (Suleiman, Hanafi, & Muhajir, 2019). Students actively participating in extracurricular activities and leading to increased academic and non-academic achievement also need support from peers, parents and all *madrasah* stakeholders (Rees, 2008).

If the activities in Table 4 are conducted, they will enable students to develop affections that have been untouched in the classroom. This is in line with the research of Sánchez Puerta, Valerio, and Gutiérrez Bernal (2016) that extracurricular activity is a way to create an environment that requires sharing responsibility with others and to improve the learning of socio-emotional skills.

In addition, students will have self-confidence (Mulyana, 2018; Naim, Arlizon, & Yakub, 2017), religious attitudes, integrity, and independence (Rohanah & Agustini, 2020), develop discipline, cooperation, solidarity, tolerance, care, togetherness, courage, responsibility, cohesiveness, entrepreneurship, creativity, independence, honesty, and social competence (Komalasari, Saripudin, & Masyitoh, 2014). The character values formed to students in extracurricular activities will be useful in social life (Okoro, Igenewari, & Amadioha, 2014).

The characters that have been formed in routine coaching at *madrasah* require the development through competitions or advanced training as listed in Table 5, so students are challenged to increase their self-confidence when dealing with cross-*madrasah* students. This is reinforced by the findings of Mtika (2019) and opinion of Sidhu (2019) namely that there are various effective skills in extracurricular activities as generally shown in Table 5 such as: collaboration, creativity, communication, entrepreneurship, discipline, resilience, fortitude and tenacity, courage, tenacity, friendship, sportsmanship, adaptability, curiosity, teamwork, leadership, etc. These skills are predicted to be needed in the 21st century. In addition, extra-curricular activities allow students to relax, rejuvenate their knowledge, socialize and always have a smile on their face. Another study by Wilson (2009) found that students who participate in extracurricular activities generally benefit from attending school more regularly and have higher self-concepts. Participants in extracurricular activities outside of school often learn skills such as teamwork and leadership while reducing the use of free time for negative and destructive activities for the future of adolescents. These various skills basically also lead to students having a strong commitment and being trained in various conditions, where the role of this commitment is one of the determinants of student satisfaction and success in the future (Munadi, Annur, & Saputra, 2022).

6. CONCLUSION

The explanation above concludes that the types of extracurricular activities consisting of reasonings, entrepreneurship, talents and interests can be useful for students' lives in the future. Therefore, extracurricular activities develop positive values consisting of leadership, teamwork, and others through routine training activities, routine mentoring and competition participation.

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